

**December 1, 1986**

## INTEGRITY CONTENT MUSIC SUBSTANCE VISION

Integrity, content, music, substance, vision: these are the things Dale Zieroth, editor of Event, looks for in the submissions that reach his Douglas College office.

And indeed Event enjoys an enviable reputation as one of the west's leading literary journals. The jackets of successive issues sport endorsements by some of Canada's best known writers including Earle Birney and Jane Rule.

What everyone seems to admire is Zieroth's knack for spotting new talent and bringing it to light alongside the veterans of the world of letters.

Says Ontario writer Bronwen Wallace, "Event is one of the most consistently interesting literary magazines in the arts community, and one which I always recommend to promising new writers because I am confident their work will receive the attention -- and intelligent attention too -- that it deserves."

Peace and war is the theme of this winter's Event. Zieroth believes in thematic issues because "they draw submissions you might not get otherwise." That this theme has struck a chord with the literary community is borne out by the fact that this issue of Event includes contributions from both new and established local and international writers. A total of 200 pages includes children's drawings from war zones in Central America.

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Peace and war is definitely on our writers' minds. But are there any answers? Some, says Zieroth. For example George Woodcock in his sweeping introductory essay entitled "Kinds of Combat: Notes on War and Writers" says we must be more polemical; we must take a stand against the threat of nuclear war.

But in the final analysis, providing answers is not what Event is about. Rather it is about "creating an experience by which one can measure things" says Zieroth. Its purpose is "to touch people and remind them that things are possible."

The peace and war issue of Event is due out in December and will be available in selected bookstores in the lower mainland in time for Christmas.

Event publishes twice annually and subscriptions can be made to Event, Douglas College, P.O. Box 2503, New Westminster, B.C. V3L 5B2 or by calling 520-5400.

## YOUNG MUSICIANS IN CONCERT

New Westminster's Douglas College will bring together some of the most promising young musicians in British Columbia during a day of free concerts for the public.

The festivities begin on Thursday, December 4, with a concert at 12:30 p.m. featuring eight young composers from Simon Fraser University. Named the "Houseband" and led by Toronto composer Christopher Butterfield, a visiting professor at S.F.U., the group will perform some of their own compositions, as well as contemporary works by American composers John Gibson and Christian Wolff, and Japanese composer Jo Kondo.

The musical celebrations continue with another "Student Showcase" the same evening (December 4) beginning at 8:00 P.M. Students from the Douglas College music program will perform a selection of works reflecting the full scope of their musical endeavours. The "Showcase" will include a variety of performances from the many student recitals held during the year.

The day's entertainment takes place at the Douglas College Performance Theatre. Members of the public are encouraged to attend this series of free concerts sponsored by the Douglas College Music Department.

## STUDENTS ON BOARD

Students at Douglas College are one hundred percent behind helping improve their college and its surrounding communities by getting involved in the Douglas College Foundation.

Student Society treasurer Chris Lirette of New Westminster is the most recent appointee to the Foundation Board of Directors.

"Douglas College is still young and the Foundation can help bring out all of its true potential," said Lirette. "I'm looking forward to helping as much as I can."

The Foundation was formed in early 1986 with part of its mandate being to continue the work of the Student Trust Fund.

A total \$310,000 endowment has been raised for student financial aid, with outside donations and a matching grant from the Vancouver Foundation.

Lirette is currently a second-year Commerce student hoping to transfer to the University of British Columbia. He was on the executive of the Douglas College Marketing Club and participated on the Whistler Township Library Committee.

The Foundation is made up of representatives from local business, government, community organizations, Douglas College and its students.

Other Foundation Board members include Bill Day and Muni Evers of New Westminster, Patricia Disher, Bill Emerton, George Mussallem, D.J. Hopkins, Ray Godin, Chris Johnson, Peter Legge, Bill Morfey and Peter Webster.

Donations in money or in kind are gladly accepted at any time for the Douglas College Foundation by calling the Foundation Office at local 4801.

## FROM THE LIBRARY

"Valuable Source, Invaluable Resource." That was the slogan for British Columbia Libraries Week, November 2 to 8.

Why a special week to celebrate libraries?

Because Librarians and Library Trustees know that there is a gold mine of information available in libraries; information which is unknown to many residents who could benefit greatly from access to it.

Most people know where the New Westminster Public Library is - on 6th Avenue just across from Woodward's. More and more people are learning where Douglas College is - across from Fire Hall No. 1 at 8th Street and Royal Avenue. There is a library there too. But knowing where they are doesn't mean we know what's in them.



Today, aware that access to information is essential, libraries of all kinds are co-operating to help us keep up with the technological and social changes that affect us all. None of us could afford to collect and organize the vast number of books, magazines, directories, encyclopedias, maps, tapes and discs that modern libraries contain.

People who really know the value of libraries use them as an extension of their office, workshop, kitchen, living room, or study. They know that we all need resources that are not immediately available at work or at home to satisfy our curiosity, solve a problem or achieve a goal. Frequently, when asked, the library has the answer right away - and if it doesn't it can usually tell you what to do next.

Now, that Expo is over, why not take an hour or two and visit your local libraries. Imagine that the Public Library and the library at Douglas college are pavilions - you won't have to line up for half an hour and they don't have a stamp, but they can provide you with a passport to a fascinating world of information.

*by Alan Woodland  
Royal City Record,  
November 8, 1986*

## FOR CLARIFICATION

My recent "direct" articles in the Mad Hatter have generated some response. Individuals have asked, "Why should I call 872-5151 as opposed to 526-4411 in case of a medical emergency?" Firstly 872-5151 is our provincial ambulance service number and 526-4411 is our local fire hall number. There are two reasons why I am pursuing the use of 872-5151 at Douglas College.

1. as a victim advocate
2. it is a curricular issue

My primary concern is for the victim. When one becomes a victim of a medical emergency an ambulance (872-5151) should be called immediately. This phone call will set off a tiered emergency response which happens to be one of the best in Canada. When a call is placed to 872-5151, accurate information about the emergency is recorded and local fire and ambulance services are dispatched to the scene. The fire service team will arrive first and the ambulance team 3-5 minutes following. This tiered response provides the best medical services to the victim in the quickest possible time following the onset of the emergency situation. Research has shown us that a victims' greatest chance for survival is dependent upon the arrival (in minutes) of the ambulance team.

My second point is with regard to Douglas College CPR/First Aid curriculum. The single most important item of curriculum content is teaching rescuers or "first responders" to call the ambulance (872-5151) immediately. The rationale to support this curriculum content is explained above. By not using 872-5151 at Douglas College, I feel we are not supporting our educational curriculum.

I have developed and implemented our current CPR/First Aid program and am pleased to say that 20,000 people from our communities have participated and have become "first responders".

Call an ambulance in case of a medical emergency? No question in my mind! Perhaps we should ask, why call the fire hall?

I hope this article has clarified my position as it stands in direct opposition to current college policy. My position is genuine. I do not wish to cause anger or confusion. My goal is to have 872-5151 used as a medical emergency number at Douglas College and I would like your support.

*Geraldine Murphy, R.N.*

## WELCOME!

The Student Services & Developmental Education Department would like to welcome Jeff Howard as the new Co-operative Education Placement Officer.

*Al Atkinson  
Director of Student Services &  
Developmental Education*

## THANK YOU!

The Douglas College A.B.E. discipline would like to thank the individuals and organizations that generously supported our participation in the "Walk for Literacy Walk-a-Thon" on October 18th. The last pledge is in, bringing the Royal Avenue contribution to \$476.00. This money will be used to support the many initiatives taken by Project Literacy B.C.

*Gillies Malnarich*

## THANKS JOHN!

A special thanks to John Blackwell for arranging, assembling, manning and disassembling a booth for Douglas College at the Computer and Communication Show at B. C. Place Stadium on November 4, 5 & 6.

This is the first time that Douglas College has been represented at a computer show, and John has indicated there was a very favourable response. It was excellent publicity for

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the college, and he fielded questions covering Business, Academic subjects, Nursing, the Maple Ridge campus and many other areas. Bill Bell provided the Douglas College back-drop and the funds for set-up; Barb Franck and John manned the booth with some help from students. Our students also acted as ushers for all the technical seminars and were thus able to participate free of charge. As a result of the booth, we have four employer contacts for permanent and part-time work, and cooperative education. John's recommendation is that we do it again.

Thanks, John, for a job well done.

*Connie Land*

## RESERVE PLACEMENT

Please be reminded that, in order to ensure placement of materials on reserve in the Library by the beginning of the spring semester, requests should be submitted by December 15, 1986.

*Joan Wenman*

## BOOKING LISTS

Please help us by sending in your film booking/equipment lists as soon as possible for the Spring 1987 semester.

If you need any instructor's request forms, call Elizabeth at local 2104.

*Elizabeth Bell*

## ADMISSIONS CLERK REGISTRAR'S OFFICE

We wish to advise that Myrna Wing is the successful candidate for the Admissions Clerk position in the Registrar's Office.

We are very pleased to have Myrna in the Admissions Office on a permanent basis.

*Trish Angus, Registrar*

## MARKETING CLUB'S ANNUAL FOOD BANK DRIVE

It's time once again...For the Marketing Club's Annual Food Bank Drive!! Departments will again compete against each other in donating the most items. The drive will run during the week of December 1st to 5th (this week).

Look for the Food Bank donation box in the lounge area of your department. (NON-PERISHABLE ITEMS ONLY, PLEASE).

To kick off the drive, a social will be held on Monday, December 1st at Chicago Tonight. Cost - only \$2.00 - bring a can - door prizes.

Help get the food bank drive off the ground!

*The Douglas College Marketing Club*

## AUDIENCES "FIND" CHARLEY

Congratulations are certainly in order to everyone involved with the recent theatre production, "Where's Charley?" which closed Saturday, November 22 to a completely full house. (Actually there was slightly more than a full house!) The show proved extremely popular and no doubt the delighted audiences helped spread the word. A number of people commented that Douglas College play productions are just getting better and better. So anyone who missed out on this production should definitely plan on going to the next one!

*Dorothy Jones,  
Director, Where's Charley*

## ATHLETICS AND INTRAMURALS

### Soccer News

The Hajduk Split team won the indoor soccer league. They were awarded Douglas College t-shirts with a colourful crest design. They will also have a huge team trophy placed in the trophy cabinet along with a colour picture taken by I.M.S.

Next semester, floor hockey will be the main activity and sign-up sheets for teams are already posted. Staff and faculty are welcome to form a team with the addition of students or join a student team. Let me know - Betty Lou Hayes at local 5338.

### Wrestling

The Douglas College wrestling team competed in the Royal Roads Tournament on November 15th and cleaned up with a total of 68 points. Their closest rival was the Alberni Wrestling Club with 48 points. Good Show!



**Hockey**

The hockey team has added two more wins and one tie to their credit with a 9-2 victory over B.C.I.T. November 15th, a 7-5 win over Trinity Western on November 22nd and a 5-5 tie with the Delta Islanders on November 23rd. So far in the season, the team is undefeated and in the market only for fans. Next home game is December 6th at 8:00 p.m. at the Port Moody Arena.

**Boxing**

The boxing team competed in a Victoria boxing show on November 16th and won all three bouts.

178 lb. Sr. Sylvain Le Blanc won in the 2nd round by retirement.

165 lb. Sr. Jim Sanders won in the 3rd round by retirement.

156 lb. Intermediate Ron Kiviumaa won a 5/0 decision.

These fighters will compete in the Senior Intermediate Novice Tournament at the B.C. Training Center, 250 Willingdon Ave., Burnaby on Sunday, November 30 at 2:00 and 7:00 p.m.

**Women's Basketball**

Richard Norman's winning team continued improving upon their reputation by winning the U.B.C. tournament November 21-22. They defeated B.C.I.T. and U.B.C. quite handily, which means better competition will definitely be necessary before we get into league play. Ethel Atte was high scorer in both games with 22 and 20 points respectively.

**Men's Basketball**

Steve Beauchamp's men's team had a tougher time winning the privilege of representing B.C. at the Winter Games, but with a semi-final win over the Richmond Selects 78-65 and a final victory over Fraser Valley 64-62, their record was 4-1. The win over F.V.C. was a double victory as Steve was stranded by a snowstorm in Toronto forcing the team to coach themselves. The three over age players Chris Terris, Bill Matthews and Andrew Conway did an excellent job on the bench and the discipline that Steve has brought to his program in the past four years finally paid off. What more can you say when you have taught your team to win without you! Congratulations to Steve and the team.

Men's basketball also had two wins over visiting Big Bend Community College from Moses Lake, Washington, 89-78 and 74-69. Big Bend is

not accustomed to losing to Canadian teams, particularly ours, as they whipped our squad easily four years ago. The times have definitely changed!

**Volleyball**

The girls are still having a rough time going 0-4 with Malaspina over the weekend. We still need a coach and if anyone has a lead on one, it could be worth \$\$\$\$.

The men had a better tournament at Royal Roads, Victoria with a 1-2 record. The team had defeated V.C.C. the first game and were winning 15-14 when their star setter Paul Funk injured his knee and was carried off the floor on a stretcher. Demoralized, the team went on to lose that match and the next to Selkirk before they regrouped and defeated Trinity Western. Our men are presently second to V.C.C. in the league.

*Betty Lou Hayes*

**The Douglas College Review****EVENT****SPECIAL  
CHRISTMAS OFFER!**

**Buy a two-year subscription for \$15 and receive 6 issues of Event, the Douglas College literary review.**

**1/3 of the subscription price goes toward a special bursary for a Douglas College creative writing student.**

**Offer valid in December only! Subscribe now in the Public Information Office, room 4846**



## Upcoming Events

### WEEK OF NOVEMBER 30 - DECEMBER 6

#### STUDENT RECITAL

DECEMBER 6, 1400 HOURS  
PERFORMING ARTS THEATRE

#### NOON AT NEW WEST PRESENTS HOUSEBAND - CONTEMPORARY

Classical music by eight musicians from S.F.U.  
OWEN UNDERHILL, DIRECTOR  
DECEMBER 4, 1230 HOURS  
PERFORMING ARTS THEATRE

#### STUDENT SHOWCASE RECITAL

DECEMBER 4, 2000 HOURS  
PERFORMING ARTS THEATRE

#### THE DOUGLAS COLLEGE CHORAL SOCIETY & ORCHESTRA PRESENTS MOZART'S GRAND MASS IN C MINOR K42 7

TATSUO HOSHINA, DIRECTOR  
DECEMBER 6 & 7, 2000 HOURS  
PERFORMING ARTS THEATRE

Adults: \$8, Students/Seniors \$6

Tickets available at the door or through the Douglas  
College Box Office at 520-5488 or the Douglas College  
Bookstore

### WEEK OF DECEMBER 7 - 13

#### BIG BAND BASH

FEATURING THE DOUGLAS COLLEGE JAZZ BANDS  
DECEMBER 9, 2100 HOURS  
HOT JAZZ CLUB AT 2120 MAIN ST., VANCOUVER  
Tickets: Students/Members - \$3.00  
General Admission - \$5.00  
PROCEEDS GO TO THIS YEAR'S JAZZ BANDS' ALBUM PROJECT

Date: November 20, 1986.

To: DOUGLAS COLLEGE BOARD

From: W. L. DAY

Re: PRESIDENT'S REPORT

**A. External Matters - Municipal**

Over the past three years, the College has assisted with efforts to coordinate and encourage economic redevelopment in New Westminster. This evening is the first full meeting of the Executive Committee of the New Westminster Economic Development Association which is the successor to the Royal City Community Development Association. This Association is now fully independent and free of any need to depend on College services. This is an excellent example of community development. The Executive Committee has expressed the gratitude they feel toward the College for enabling the Association to come into being. It is viewed in certain quarters around the province as a model of co-operative effort involving labour, management, municipal, provincial, and federal governments, as well as social service agencies.

On November 18th, I was asked to pinch-hit at the Burnaby Chamber of Commerce for Jack Munro, who was otherwise engaged. I told them about a system that does seem to be working, the community colleges of the province.

**B. External - Educational Matters**

We had a visit on October 17th from a team of people from the Wuhan Adult Education Institute, Wuhan, China. We exchanged a lot of mutually beneficial information on adult education and found that the needs in Wuhan are very similar to those that we have been struggling with here.

On November 6th, I was a member of an ACCC team who spoke with The Hon. Benoit Bouchard, Minister of Manpower and Immigration, to talk about the Canadian Jobs Strategy and how it is working at the Municipal level. The Hon. Benoit Bouchard is concerned with how certain aspects of the Canadian Jobs Strategy are not working. I think all of us felt very satisfied that we had received a fair hearing. He has promised that there will be a national consultation in February or March directly involving the colleges across the country. He does intend to invite in business, and labour as well, to look at working out problems in that area.



On November 13th we had a sizeable Japanese delegation at the College taking a look at community colleges and how they function. These were people from Japanese industry, and secondary schools, who were interested in the role our institution plays in our local economy.

On November 17th I appeared on the Dave Barrett show as part of the College Week exercise. A number of other CEO's from the lower mainland appeared on other radio shows. Mr. Barrett, as former MLA for Coquitlam showed strong interest in Douglas College. While on the show, we received calls from former students of Douglas College. Comments were uniformly appreciative of the College and community colleges generally. Mr. Barrett said one of the problems for a talk show, when talking about colleges, is that there is not very much conflict because people tend to like them so much.

### **C. Internal Matters - Education**

On October 24th, I, and Messrs. Doerr and Morfey, met with Mr. Ed Swaren, the Acting Superintendent in Maple Ridge, to go over a very complex two year developmental budget. This budget consists of various kinds of grant monies which we are marshalling together to develop both a physical facility, by carrying out renovations in two buildings simultaneously, and to develop a common education program with the school district. I commend Mr. Morfey for an excellent job of analysis and presentation which, left the school district people and us with a good level of agreement on how to co-operate over the next two years.

October 28th to the 31st, we were visited by the Institutional Self-Study Audit Team. Dr. DellaMattia will be commenting on that later this evening.

On October 3rd I had lunch with Anita Hagen, our new MLA for New Westminster. I have asked her, although she is very familiar with the College, to pay a formal visit to the College. We are also asking this of other new MLA's. Barbara Bessey is now at work setting up the machinery for formal visits. We will be asking Mr. Murnane's help as Chairman, and that of Board Members to see that the new MLA's get an appropriate orientation to the College.

The Council of Principals' executive met with Dr. Grant Fisher on November 6th to talk about the general political and financial scene affecting the College and Institute system at the bureaucratic level. Suffice it to say that there is very little information forthcoming at this moment as far as financing for the next year is concerned. Council of Principals was acting in a staff capacity to Ministry personnel in dealing with certain issues, primarily inflation. I have provided a document to the Board Chairman, which was engendered by the Council of Principals, on the Council's views on the inflation issue as it relates to Colleges and Institutes. That staff document to the Ministry will not be circulated publicly, but I have ensured that our Board Chairman is familiar with the information it contains. I believe that Mr. Trerise will have received a document along the same lines through BCAC. A summary form of it appeared last Friday at the meeting with the Minister, as an Issue Paper on Inflation.



On November 6th, the Douglas College Resource Centre held a reception for Library Week which Board Members attended. It was a very pleasurable event for all of us. We all feel tremendous pride at the calibre of the Library in this institution. It reflects credit on the Library administration, faculty and staff.

On November 18th, Mr. Bert Curtis, of Confederation College, Ontario, visited with us to discuss a research program regarding blockages to access to college education for part-time students. It will be a national research project, funded by the Federal Government. Douglas will be one of 30 participating schools across the country. The administration are very excited about the opportunity to participate, because all of us have a keen sense of growing unease about the difficulties that many of our students are finding in using college services. It will give us a chance in a very constructive fashion to take an objective look at ourselves and a lot of other institutions at the same time.

On November 12th I paid a visit to Victoria to talk with senior Ministry personnel about the Douglas College situation regarding next year's budget. I will be sharing my impressions of that with the Board in a Closed Meeting.

On November 14th there was a meeting of our new Minister of Continuing Education & Job Training, The Hon. Stanley Hagen, with Board Chairmen. Mr. Murnane will be commenting on one portion at which I was there in a staff capacity.

**D. Internal Matters - General**

On October 17th, the College had a very successful formal orientation program for new employees, which is the first such program we have carried out in a long time in Douglas College. It was done under the leadership of our Personnel Department. From the feedback I have received it was a success. It will be repeated in an orderly fashion annually. Regular faculty and staff who had worked as part-time faculty and staff for many years, and who had the impression they knew the College, told me afterwards that they simply had no idea what range of programs we had, or what the actual machinery of the College was.

There is a third stage grievance from the Faculty Association, that I am now dealing with. The Board will be informed in due course.

Negotiations are still being carried on with the BCGEU. There will be a report in Closed Meeting later. My understanding is that substantial progress has been made, but I have no other information on the subject.

The Acting Dean of the Applied Programs Division is Mr. Jim Sator, who Board Members have met previously as the Director of Commerce and Business Administration. The search for the new Dean is now well underway. Similarly, the applications for the Directorships for Nursing are under consideration.





Date: November 20, 1986.

To: All College Personnel

From: Bill Day

Re: Strategic Activity Schedule  
November 1986 - June, 1987

The attached activity schedule focuses on those activities which Management Committee views as being strategic in nature. It takes into account and provides for a schedule of activities relating to the following elements in our environment:

- (a) Budgetary assumptions and implications for 1987/88.
- (b) Primary recommendations of the Self Study and the External Team - governance system, faculty/administration relationships, program assessment.
- (c) Update of existing 5 Year Strategic Plan.
- (d) Development of our 2nd 5 Year Strategic Plan.
- (e) Development of administrative personnel.

It should be noted that in approving the schedule, Management Committee recognizes that it is a guideline. Events do occur in the environment which make shifts in the schedule necessary. For example, the Profile Proposal expected from the Ministry on November 18th has yet to be received. Nevertheless, we will be working toward the target dates for all of these major activities over the next seven months.



**STRATEGIC ACTIVITY SCHEDULE**
**November, 1986 - June, 1987**

Week	Date	Activity	Action
Nov 3 - 7			
Nov 10 - 14	12	- CEC Meeting - warn re: Plan Update - Meeting re: Budget with Grant Fisher	
	14	- Courier Long Range Planning documents to Board.	
Nov 17 - 21	17	- Board Workshop	
	18	- Approval of present 5-Year Plan Update and receipt of 1987/88 Profile Proposal from Victoria.	
Nov 24 - 28	27	- Management Workshop - "Striving for Excellence"	
Dec 1 - 5		- Receive Self-Study Report	
Dec 8 - 12	9	- Management Workshop - small group leadership/management	
	10	- Ministry Profile Meeting	
	11, 12	- CEC Meeting - Approval of 5-Year Plan Update	
	12	- Semester Exams - Dean's Long Range Planning Meeting	
Dec 15 - 19	16	- Semester Exams - Management - approval of mandated assumptions, guidelines, Board comments for direction to participants in 5-Year Planning process for use on January 14, 1987. - Approval of draft approach to Program Evaluation for use on January 14, 1987.	
Jan 5 - 9	6,7,8 9	- Registration - Budget implications for 1987/88 defined and articulated in terms of planning assumptions.	
Jan 12 - 16	14	- College Assembly 4:00-6:00 - Response to Self-Study/5 Yr. Plan process - emphasis on program evaluation. Implement program evaluation procedure effective Sept 1/87. - Description of planning assumptions and guidelines for Departmental Committee.	



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Week	Date	Activity	Action
Jan 19 - 23			
Jan 26 - 30			
Feb 2 - 6			
Feb 9 - 13			
Feb 16 - 20			
Feb 23 - 27			
Mar 2 - 6			
Mar 9 - 13	11	- P.D. Day	
Mar 16 - 20	17	- Presentation of Department Plans by Directors/ Chairmen at Management Workshop.	
Mar 23 - 27			
Mar 30 - Apr 3			
Apr 6 - 10	7	- Management Committee - Review 5-Year Plan draft - College Education Committee Workshop review and advise re: 5-Year Plan.	
Apr 13 - 17			
Apr 20 - 24	22,23,24	- Exam Period	
Apr 27 - May 1	1	- Exam Period	
May 4 - 8			
May 11 - 15	13	- College Workshop and Department Meetings on Draft 5 Year Plan.	
May 18 - 22	21	- Graduation - Special meeting of College Education Committee to review recommended 5-Year Plan for advice to College Board.	
May 25 - 29			
June		- Approval of 5-Year Plan by College Board.	



**RECENT AUDIO VISUAL ACQUISITIONS****November, 1986****Women in Sports****16 mm****28 mins.**

The film explodes the myths about women's lack of strength and endurance and traces women in sport from the ancient Amazons to historic and current champions.

**Comet Halley****½" VHS****60 mins.**

This program explains how scientists worldwide prepared for the arrival of Halley's Comet which was visible in the latter part of 1985 and early 1986. European, Japanese and Soviet spacecraft photographed and collected particles of the comet. Astronomers speculate that these will provide clues to the origin of the universe.

**The Creation of the Universe ½" VHS****88 mins.**

Science journalist Timothy Ferris identifies and explains some of the most challenging ideas and theories of contemporary science that are offering clues to the origin and evolution of the entire universe. The program uses special effects, animation and interviews with renowned physicists to explain these complicated theories to the "lay" audience.

**A Test of Love****½" VHS****93 mins.**

This is the true story of an intelligent, disabled teenager who, through misdiagnosis, has been confined to an institution for the severely retarded. A therapist discovers the mistake and tries to get the teenager out of the institution. Based on the book "Annie's Coming Out."

**Unraveling Inside Alzheimer's Disease (1986)  
½" VHS plus supplementary material****44 mins.**

This documentary looks at Alzheimer's Disease through the eyes of five families. It is developed along the lines of a support group, following the course that a family goes through when one of its members has Alzheimer's.

Included in supplementary materials is Alzheimer's Disease, a family information handbook issued by Health and Welfare Canada.



**1986 FALL SEMESTER****GROUP ADVISING SCHEDULE****December 1st - 5th, 1986**

All sessions start promptly at times advertised and are approximately 1 1/2 - 2 hours in length. Sessions are free, pre-registration is not required. All sessions are held at the New Westminster Campus unless stated otherwise.

Office Administration  
Certificate Programs &  
Office Systems and Records  
Management Diploma Program

**Monday, December 1**  
1000 hours  
Room 1717  
Amanda

Business Management  
Career Programs  
Certificate and Diploma

**Monday, December 1**  
1400 hours  
Room 2219  
Lorraine

Long Term Care Aide  
(Basic and Upgrading) and  
Home Support Worker

**Wednesday, December 3**  
0830 hours  
Room 2214  
Georgina

1st year Science - U.T.  
Including Major requirements  
and pre-entry requirements

**Wednesday, December 3**  
1000 hours  
Room 2802  
Sharon

Therapeutic Recreation Technician  
Program & Human Services Worker-  
Mental Retardation Program  
Full & Part-time

**Wednesday, December 3**  
1400 hours  
Room 2219  
Lorraine

Nursing:  
RPN, RN (Basic)

**Thursday, December 4**  
1000 hours  
Room 1811  
Sharon

1st Year Arts - U.T.  
Including Major requirements  
and Bachelor of Social Work

**Thursday, December 4**  
1400 hours  
Room 1805  
Sharon

Education - University Transfer  
Simon Fraser University  
(Elem. and Sec.) B.Ed.

**Thursday, December 4**  
1700 hours  
Room 2802  
Lorraine

Education - University Transfer  
University of B.C.  
(Elementary & Secondary)

**Friday, December 5**  
1400 hours  
Room 2214  
Georgina



November 24, 1986.

TO: All Faculty

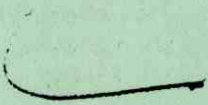
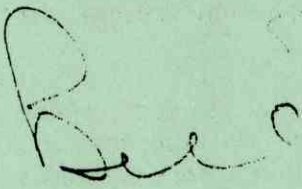
FROM: Bill Day

RE: ACCC Making Canada Productive - "Spotlight Awards"

As indicated in the following material, the ACCC is again accepting applications for the "Spotlight Awards." At the November 18th meeting of the College Management Committee, it was agreed that faculty wishing to make submissions should:

- (a) advise their Director/Chairman;
- (b) prepare case studies as per the attached;
- (b) forward them to the office of Randi Duke  
no later than January 20, 1987.

The Deans, Bursar and I will meet to review all applications immediately thereafter.







association of canadian community colleges  
association des collèges communautaires du canada

110 Eglinton Ave. West  
Second Floor  
Toronto, Ontario M4R 1A3  
Telephone (416) 489 5925  
Telex 06 217566

October 16, 1986

Mr. William L. Day  
President  
Douglas College  
P.O. Box 2503  
New Westminster, B.C.  
V3L 5B2

Dear Bill,

As part of the ACCC MAKING CANADA PRODUCTIVE project, may I encourage your institution to prepare case studies now for submission in early 1987. Again this year we hope to have the Minister of Employment and Immigration present the awards at a special ACCC Conference '87 luncheon on June 4th.

We are hoping for a similar repeat of the successful program we did last year, where many useful examples of college/employers collaboration were documented and presented. Attached is an outline of an amended format which places more emphasis on curriculum and alternate delivery methods.

Our achievements in serving industry and others have been significant. However, as we learned last year through the MAKING CANADA PRODUCTIVE Workshops, we do not talk enough about notable activities. Again, please document some interesting cases and forward these to the ACCC Secretariat. Collectively your examples with those of others deliver a powerful message about Canada's colleges and institutes.

Sincerely,

Yves Sanssouci  
President

Enclosure



### TERMS OF REFERENCE FOR SPOTLIGHT AWARDS

Spotlight Awards and the development of case examples again will be a major focus of the ACCC project - MAKING CANADA PRODUCTIVE.

For 1987, the Spotlight Awards will feature a cross-section of outstanding partnerships highlighting the variety of ventures occurring in different regions of this country. For this reason those selected may not be necessarily the most outstanding partnerships at this time. For purposes of selection partnerships selected in the current year need not have commenced in the current year but they must have been active during the last twelve months.

Last June, six sets of partners were presented "Spotlight Awards" at Conference '86 in Calgary and a further eight were cited as "Honourable Mentions". All partners of both award winners and Honourable Mentions received plaques to commemorate the recognition of their achievements. A "Spotlight Awards" luncheon is being planned for June 4, 1987 as part of Conference '87 in Hamilton.

To be considered for a Spotlight Award a partnership should:

1. Be imaginative/innovative
2. Be administratively sound
3. Be educationally effective
4. Be cost effective
5. Have potential for increasing productivity
6. Meet industrial or other employer needs
7. Be collaborative
8. Have long-term value
9. Demonstrate that the partnership is working
10. Outline user-driven curriculum, if any
11. Outline innovative teaching methods and new delivery systems if used
12. Comment on any educational technology-transfer of curriculum, methods and delivery systems to institutional programs
13. Meet the MAKING CANADA PRODUCTIVE definition for partnership or describe some other form of collaboration.

Note: Under MAKING CANADA PRODUCTIVE a partnership is defined as: a contract between an employer, labour union, association or group and an educational institution or consortium of institutions. A partnership will deliver educational services such as needs assessment, curriculum development, or specially developed courses or materials that may use alternative delivery methods. Training is presented at the most appropriate site to both employer contractor and learner.

ACCC may wish to publish some or all of the case studies submitted. They, therefore, must be submitted in a consistent and concise style. Case studies should provide a brief general description (approximately 1 page) of the submitting college or institute. This background should contain a description of the scope and demographics of the institution and as well comment on any special structures or services relating to partnerships. It should also describe the marketing orientation of the college including services to small business, venture enterprises, activities, community futures' approaches as well as any other innovative concepts.



## MAD HATTER 18

More than one description of a partnership or innovative joint venture can be detailed with each submission. In fact institutions are encouraged to submit multiple examples. The purpose of a good case study is to produce a learning example or examples and therefore, it should indicate the problem or needs that gave cause to create the partnership. It should indicate how the partnership was structured; how the curriculum was developed and implemented as well as what has been achieved as a consequence of the curriculum.

The book, Selected Case Studies, using cases submitted for Spotlight Award consideration at Conference '86, provides examples of format. This year, however, case studies should place a greater emphasis on user-driven curriculum and delivery systems. Please show how this curriculum, and any complementary delivery systems, meets the needs of employers in partnerships. Explain how institutional program inventories have been expanded with these industry-current learning modules and innovative teaching methods. Cases presented should be written to reflect this new emphasis as this detail will be a major consideration in selecting cases for "Spotlight Awards" at Conference '87.

Tentatively, this year three cases for "Spotlight Awards" and seven for Honourable Mention will be selected. However, the Task Force selectors reserve the right to expand or contract those numbers depending on the quantity and quality of submissions and other considerations. Spotlight Award partnerships and Honourable Mentions selected at Conference '86 will not be considered again or 1987 awards. However, Honourable Mentions selected in 1986 may be considered for Spotlight Awards for Conference '87 if currently active, updated, expanded to meet the new guidelines, and resubmitted. Different cases submitted by a Spotlight Award winner or Honourable Mention recipient in 1986 are welcomed.

A panel of three selectors will be appointed by the MAKING CANADA PRODUCTIVE Task Force to review all submissions.

Case Studies should be submitted by February 16, 1987 to guarantee consideration. Submissions are encouraged in both French and English for possible later publication but submissions in either language will be accepted for consideration. Please send submissions to:

Gordon A. Thom  
Chairman/Project Director  
MAKING CANADA PRODUCTIVE  
BCIT Downtown Education Centre  
549 Howe Street  
Vancouver, B.C.  
V6C 2C6





DEPARTMENT OF ADMINISTRATIVE, ADULT AND HIGHER EDUCATION

THE UNIVERSITY OF BRITISH COLUMBIA

November 12, 1986

Mr. William Day  
Douglas College  
P.O. Box 2503  
New Westminster, B.C.  
V3L 5B2

Dear Bill:

In the new year the department is offering a course on "Issues in Post-Secondary Education", an outline of which is enclosed. As a wide range of topics will be covered and a number of "experts" will be involved, I thought that some people in your institution might be interested.

The course may be taken for credit on a graduate program or on an "unclassified student" status.

I would be grateful if you would circulate this information to any potential students.

Yours sincerely,

John D. Dennison  
Professor of Higher Education

JDD/ks

Enc.



HIED 513 WINTER 1987

## PROPOSED COURSE TOPICS AND LECTURERS

**ISSUES IN HIGHER EDUCATION**

SESSION	DATE	TIME	LECTURE TOPIC	LECTURER
1.	Jan 24,	9 -12	Introduction to Course Collective Bargaining in BC Colleges	Dr J Dennison (T Beardsley)
2.	Jan 24,	1 - 4	Collective Bargaining Case Study	Dr J Dennison
3.	Feb 7,	9 -12	Coordination of Post-Secondary Education	Dr L Southern
4.	Feb 7,	1 - 4	Computers in Post-Secondary Education	Dr D Brown
5.	Feb 21,	9 -12	Budgeting and Budgets	Dr J Chase
6.	Feb 21,	1 - 4	Alternative Futures	Dr T Sork
7.	Mar 7,	9 -12	Organisational Effectiveness	Dr J Wallin
8.	Mar 7,	1 - 4	Politics and Planning	Dr J Wallin
9.	Mar 21,	9 -12	Program and Teaching Evaluation	Dr J Dennison (R Bate)
10.	Mar 21,	1 - 4	Open Learning  Course Appraisal	Dr J Dennison (I Mugridge)



# CIDA AWARDS PROGRAMS FOR CANADIANS

## OBJECTIVE

To develop a body of Canadians competent and expert in the field of international development.

## ELIGIBILITY

These awards are available to Canadian citizens who:

- have completed an undergraduate program of studies (degree or diploma); and
- have indicated, through their own education and experience, a definite commitment to and suitability for a career in international development work.

Applications from candidates wishing to use this award to pursue a PHD program are not eligible.

## SELECTION OF THE AWARDS

Applications are reviewed by a selection committee made up of representatives of CIDA and other organizations and agencies involved in international development. Approximately 18 awards are available for the year 1987-88.

## PREFERENCE

Preference will be given to applicants who:

- have clearly demonstrated through their own related work experience and/or academic background that they are both suited for and committed to pursuing a career in international development;
- have demonstrated, to the extent possible, that there is a significant demand in the international development field for the type of knowledge and expertise which they seek to obtain as a result of their proposed program;
- have indicated that a significant component of their proposed program involves fieldwork in a developing country.

The candidate's work experience may have been gained through public or private, international or domestic development programs.

## TERM AND TENURE

Awards must start in the calendar year in which they have been granted and will normally be tenable for a period not to exceed two (2) years. The candidate must specify in the application whether the proposed program is for a 1- or 2-year period. Continuation from a first to a second year will be subject to a review of the award holder's progress and performance. If an academic portion is included, it should be

tenable in Canada and/or a developing country. An academic program in any other country may be approved if it is not available in Canada; this fact must be documented by the applicant.

## VALUE

The value of each award is up to \$15,000 per annum. The award is payable to the recipient on a non-accountable basis and is intended to cover expenses related to the program. Sixty per cent of the annual value of the award is paid at the beginning of the program. Monies disbursed by CIDA to the recipient of an award are subject to Canadian tax laws, and income tax will be deducted at source.

(Award recipients may be subject to the tax laws of the country in which the study or research is undertaken)

## THE PROGRAM PROPOSAL

*Note: Because of the nature of the CIDA award, particular emphasis is placed on the information provided by the applicant under this heading. The proposal made by the applicant is the major factor in the selection of award winners.*

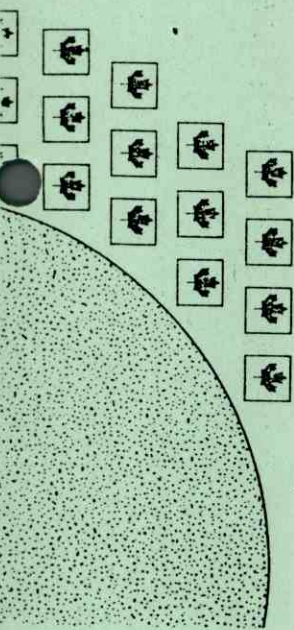
Each applicant must develop a program of one of the three following types, to cover a one-year period, or a two-year period (when applicable):

- A professional on-the-job training program involving extensive project-related fieldwork in one or more developing countries.
- A practical work/study assignment in a public or private (including non-government) organization or agency involved in international development work, with a substantial period of fieldwork in one or more developing countries.
- A development-oriented academic program combined with a substantial period of practical fieldwork in one or more developing countries.

*Note: "Extensive" and "substantial" are usually defined as a minimum of three months per year.*

The program proposed by the candidate must have a clearly practical orientation and cannot be used for purely academic studies. The program must be described as clearly, as completely and as concisely as possible and it must include a chronological summary of planned activities. Candidates are required to relate their academic and professional work experience to both their program proposal and the objective of the CIDA awards program as stated above.

It is also recommended that the candidate seek and obtain written approval on the part of the host country





and organization and/or academic institution in which he/she intends to pursue the proposed program.

### CANDIDATE'S REPORTING REQUIREMENTS

The selected candidate will be required to submit periodic progress reports as well as a comprehensive final report in a form consistent with the nature of his/her award program.

### PROGRAM SUPERVISOR

Each candidate must secure the participation of a program supervisor who is an international development specialist and a prominent expert in the candidate's proposed field of specialization. The supervisor should, to the extent possible, be actively and directly involved in the candidate's program from the design through to the evaluation of the project. He or she will be expected to submit a detailed assessment of the candidate's proposed program, a letter of reference outlining reasons for supporting the candidacy and mid-project and end-of-project evaluations of the candidate's progress and performance.

### PREFERRED FIELDS OF SPECIALIZATION

Priority will be given to applications which will lead to the growth of Canadian international development expertise in the following fields of specialization: tropical agriculture, food production and distribution, tropical forestry, fisheries, energy, transportation, communications, development economics, human resource development, women in development, intercultural management and communications, rural development, health, nutrition, population, human settlements and small enterprises.

### INTENTION ON COMPLETION

As the purpose of this program is to develop a body of Canadians, competent and expert in the field of international development, applicants are asked to indicate how they intend to utilize the knowledge and expertise they will have gained upon completion of their award program.

### REFERENCE

Each candidate must provide letters of reference from three sources. As indicated above, one of these letters must be from the candidate's proposed program supervisor and at least one other must be from a person under whom the candidate has worked and/or studied.

References are asked to assess the proposed program as well as the candidate's ability to carry it out.

References are requested to use the form letters which are attached to the application and to send these directly to CIDA.

### TRANSCRIPTS OF MARKS

Candidates must ensure, at their own expense, that official transcripts for their undergraduate and/or graduate, program(s) of studies are forwarded to CIDA.

### CITIZENSHIP

Canadian citizenship is a requirement for these awards. Proof of citizenship must accompany the application form; e.g., a copy of the applicant's birth certificate or citizenship certificate.

### OTHER INCOME

No candidate is to be in receipt of any scholarship, award, subsidy, bursary or fee from any other federal government department or agency for the period during which the award is in effect.

### GENERAL

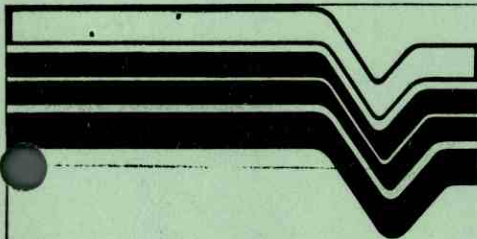
Application forms, if not available locally, can be obtained from the secretary of the CIDA Awards Program for Canadians. Completed applications and all supporting documents must be received at CIDA at the address indicated below by 12 noon February 27, 1987. All information submitted by a candidate may be subject to verification by CIDA. Offers of awards will be made to selected candidates in June, 1987.

### ADDRESS

The Secretary  
CIDA Awards Program Committee  
Technical Cooperation Services Directorate  
Professional Services Branch  
Canadian International Development Agency  
200 Promenade du Portage  
Hull, Quebec  
K1A 0G4

Canada





# FRASER VALLEY COLLEGE

## INSTRUCTORS REQUIRED

Fraser Valley College requires part-time instructors for the following courses during the winter term starting January 1987.

### Anthropology/Archaeology Instructor(s):

- to teach Intro Cultural Anthropology, Intro Archaeology, Contemporary Native Issues

### Philosophy Instructor:

- for one course in either Morality and Politics, or Metaphysics and Epistemology.

Salary: on part-time faculty scale

Closing date: December 5, 1986

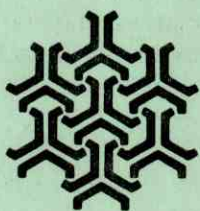
Apply to: John F. Potts, Director  
Arts and Applied Arts  
Fraser Valley College  
33844 King Road  
R.R. #2  
Abbotsford, B.C. V2S 4N2

2613-10









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With support from the W. K. Kellogg Foundation and Sid W. Richardson Foundation

## STUDENTS AS SCRAMBLED EGGS AND OTHER RECIPES FOR TEACHING

I was standing in the kitchen, preparing breakfast for our overnight guests. Gary slipped up behind me, observed for a moment, and said, "You're bringing those eggs along very nicely . . . ."

"Just like students," I replied, almost without thinking.

"What do you mean?" Gary asked.

"Well, you have to apply just the right amount of heat and stir them intermittently and gently—otherwise, you get an omelet. And you don't let them get completely done in the skillet; turn them out on the plate at the right time and let the heat within them continue the process," I said, warming to the topic.

The amusement showing on Gary's face only spurred me to continue.

"It's not just the teaching—uh, cooking process, either. You don't just drop the eggs into the pan, cook them for three hours, and eat them with salt and pepper (shells and all), as a first-grader might prescribe. First, you crack them into a bowl, add just a bit of salt and help break down the albumen, add milk if you wish, then beat them to an appropriate state of uniformity."

Thus was born the idea of students as scrambled eggs. It was one of those rare instances where one's subconscious produces a spontaneous response that lingers on to acquire considerable significance. The more I reflected on that morning in the kitchen, the more my mind conjured up cooking metaphors for teaching.

I treated some of my students like roast prime rib. I applied a lot of heat for a short period of time at the beginning in order to seal in the juices. Then I reduced the temperature to about 275 degrees and completed the process slowly, ensuring a high degree of tenderness.

There's room for creativity in teaching as well as in cooking. Just as I introduced a delightful tartness to apple pie by including a generous portion of cranberries to the filling, on occasion I introduced a new ingredient in the classroom—always making sure to balance creativity with judgment. My willingness to innovate in the kitchen encouraged me to innovate in the classroom. The students ate it up.

Often, I found that the addition of one additional ingredient became the critical element which turned an everyday dining (learning) experience into a very special occasion. Just as a touch of all-spice "made" my several creamcheese spreads for apples, I spiced my classes with the unexpected ingredient. For example, in probability demonstrations, instead of using dice I used astragali (sheep heel bones), the original "bones" used by ancient Egyptian gamblers. (Being on good terms with the local butcher comes in handy in a lot of ways.)

New and unlikely combinations sometimes produce tasty dishes. Inspired by a mundane peanut butter and celery snack, I developed a dip for fresh vegetables made from sour cream and peanut butter (augmented with crumbled bacon, minced onions and other appropriate flavors)—it's become a classic. My new-found creative courage in cooking extended to the classroom, where, for example, I mixed a Carnac-the-Magnificent act with calculus to illustrate that integration could be considered a matter of finding the questions to which the derivative was the answer.



In the kitchen, there were times when I had to substitute ingredients. Having no ground almonds and Mexican chocolate, I used peanut butter and unsweetened cocoa to turn my sauce for chicken into a respectable mole. Having no tart apples, I made an outstanding Dutch pie from green tomatoes. Likewise, in the classroom, I used jars of M&M's in a sampling distribution experiment when I could not afford a standard set of colored marbles. (And, the students were able to consume the data at the end of the exercise!)

For a long time I pondered about my associating food with teaching, two things which do not seem to have a natural relationship. Finally, it dawned on me one morning at breakfast: teaching and food are the two primary things that provide sustenance for a teacher. From food we get energy and satisfaction. No less do we draw energy and satisfaction from teaching. What teacher has not experienced that vibrancy of joy and energy at the end of a class that has gone particularly well? It's what keeps us striving toward excellence.

Furthermore, producing a good meal involves blending ingredients, contrasting sweet and sour, attending to the arrangements of elements and timing. All of these considerations are part of the creative process of teaching, too.

Well, the analogies between the kitchen and the classroom kept coming to mind, many more than I report here. Once I got started on it, I couldn't seem to think of anything else. Then one day I got to talking over the fence to my neighbor about it. He looked up from his gardening with a perverse twinkle in his eye.

"Now that you've mastered the art of how to cook students, do you suppose you could turn things around and think about how to teach vegetables?" he asked, in deadpan seriousness.

That broke the spell. I am no longer so obsessed with the cooking-teaching metaphor. But, I'm still willing to share a few academic recipes with my friends so that they, too, may savor the results of creative efforts in both kitchen and classroom.

Linc. Fisch  
Department of Mathematics  
Lexington Community College

For further information or recipes, contact the author at Lexington Community College, Cooper Drive, Lexington, KY 40506-0235.

Suane D. Roueche, Editor  
November 7, 1986, Vol. VIII, No. 26

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